

the 2001 budget and are current through March 26, 2001. This report is submitted under section 308(b) and in aid of section 311 of the Congressional Budget Act, as amended.

The estimates of budget authority, outlays, and revenues are consistent with the technical and economic assumptions of H. Con. Res. 290, the Concurrent Resolution on the Budget for Fiscal Year 2001.

Since my last report, dated January 25, 2001, the Congress has taken no action that has changed budget authority, outlays, or revenues.

Sincerely,

STEVEN LIEBERMAN
(For Dan L. Crippen, Director).

Enclosures.

TABLE 1.—FISCAL YEAR 2001 SENATE CURRENT LEVEL REPORT, AS OF MARCH 23, 2001

(In billions of dollars)

	Budget resolution	Current level ¹	Current level over/under resolution
ON-BUDGET			
Budget Authority	1,534.5	1,568.4	33.9
Outlays	1,495.9	1,517.7	21.8
Revenues:			
2001	1,498.2	1,512.3	14.1
2001–2005	8,022.4	8,155.9	133.5
Debt Subject to Limit	5,663.5	5,654.3	–9.2
OFF-BUDGET			
Social Security Outlays:			
2001	336.5	337.2	0.7
2001–2005	1,765.0	1,767.3	2.3
Social Security Revenues:			
2001	501.5	501.5	(?)
2001–2005	2,740.8	2,740.8	(?)

¹ Current level is the estimated revenue and direct spending effects of all legislation that the Congress has enacted or sent to the President for his approval. In addition, full-year funding estimates under current law are included for entitlement and mandatory programs requiring annual appropriations even if the appropriations have not been made. The current level of debt subject to limit reflects the latest information from the U.S. Treasury.

² Less than \$50 million.

Source: Congressional Budget Office.

TABLE 2.—SUPPORTING DETAIL FOR THE FISCAL YEAR 2001 SENATE CURRENT LEVEL REPORT FOR ON-BUDGET SPENDING AND REVENUES, AS OF MARCH 26, 2001

(In millions of dollars)

	Budget authority	Outlays	Revenues
ENACTED PREVIOUS SESSIONS			
Revenues	n.a.	n.a.	1,514,820
Permanents and other spending legislation	972,555	923,811	n.a.
Appropriation legislation	911,231	892,084	n.a.
Offsetting receipts	–298,597	–928,677	n.a.
Total, enacted in previous sessions	1,585,189	1,517,218	1,514,820
ENTITLEMENTS AND MANDATORIES			
Adjustments to appropriated mandates to reflect base-line estimates	–16,743	519	n.a.
Total Current Level	1,568,446	1,517,737	1,514,820
Total Budget Resolution	1,534,546	1,495,924	1,498,200
Current Level Over Budget Resolution	33,900	21,813	16,620
Current Level Under Budget Resolution	n.a.	n.a.	n.a.
MEMORANDUM			
Emergency designations for bills enacted this session ...	8,744	11,225	0

Note.—n.a. = not applicable.

Source: Congressional Budget Office.

SURVIVING SCHOOL VIOLENCE

Mr. LEVIN. Mr. President, earlier this week, a Today Show reporter interviewed Mr. Bob Stuber, a former police officer from California, who maintains a website called Escapeschool.com. Mr. Stuber's website gives advice to students who

may one day find themselves caught in the crossfire of a shooting at school. The former police officer offers practical information in this day and age, such as what gunfire sounds like, what to do when a student hears gunfire, and what a student should look for in a hiding place.

It is simply heart breaking that this type of advice is even necessary. Yet, students in school are increasingly worried for their safety. Escapeschool.com is a valuable resource because in addition to giving advice to students, it also gives advice to schools and communities to try to prevent such shootings, and information for parents who want to communicate with their children about these events.

I encourage students and parents to look at this website and talk to each other about some of the dangers associated with guns. I also encourage my colleagues to look at the website with the hope that we in Congress can restart a dialogue about how to limit youth access to guns and reduce such shootings in American schools.

I ask consent to print in the RECORD excerpts from the transcript of the interview with Mr. Bob Stuber.

There being no objection, the material was ordered to be printed in the RECORD, as follows:

BOB STUBER DISCUSSES HIS ESCAPESCHOOL.COM PROGRAM TO TEACH CHILDREN WHAT TO DO DURING A SCHOOL SHOOTING

(Soledad O'Brien, co-host)

O'BRIEN. You give very specific advice. I want to get into some of it. If there is a shooting at a school, what should a student do?

Mr. STUBER. One of the very first things a student needs to know is that it's very hard to tell the difference between firecrackers and gunfire. Lots of times when you hear about these reports, you hear people say, 'I thought it was firecrackers. I went to see, and then I saw a shooter.' If you hear a sound, and you're not sure what it is, assume it could be gunfire and begin to take that defensive posture. It doesn't mean you have to jump under a table, just start thinking that way. That's the very first thing they need to know.

O'BRIEN. If it becomes clear that it is gunfire, should a student run?

Mr. STUBER. Absolutely! There are certain policies in place in some of the schools where under the best case scenario, they want them to go to a certain room and hide, and if you can do that, that's fine. But most of the time, you can't. Then we start talking about running. You want to keep this thing logical. Kids need to know how to run. For instance...

O'BRIEN. Where to run.

Mr. STUBER. Right. Where you—you don't want to run in a straight line. You want to either run in a zigzag fashion or you want to turn a corner because bullets don't turn corners. If you're going to hide and you pick a car, you want to hide at the front of the car where the engine block is, because that can stop a bullet. The middle of the car, the back of the car can't. Those little tips, and they're not frightening, those little tips are the things that make a difference.

O'BRIEN. Do you think a student should hide in a—in a shooting?

Mr. STUBER. Yeah, absolutely. What we think students should do first of all is—is,

know the difference between cover and concealment. What they want to find is cover. For instance, a big tree with a giant trunk, that's cover. That will hide you and protect you. A hedge is concealment. It will hide you, but it won't protect you. Students have to find a place to hide where they can be safe. So the very first thing you begin to teach them, what to look for in a hiding spot.

O'BRIEN. If students are inside the classroom, is the best advice to stay inside the classroom? Or is the best advice to leave that classroom as soon as possible?

Mr. STUBER. It really—it really depends. There is no absolutes. If you can stay in that classroom, the teacher can lock the door. You can line up against the—the opposite wall, and—and you're going to be safe, that's fine. But if this action is coming down the hall, and it's coming to your classroom, you have to get out of there. So then you have to know, how should I get out? Should I go down the hall or should I go to the window, try to escape through the window? You know, we work with kids all the time. We—we set scenarios up. In one case I remember, we had kids go to the window to make an exit and because the windows wouldn't open, they naturally said, 'Well, we have to go down the hall.' They didn't think they could break the window and make an exit. You have to tell them that.

O'BRIEN. In one recent school shooting, there was an armed officer inside the school which managed to bring the shooting to a close pretty quickly.

Mr. STUBER. Right.

O'BRIEN. Do you think then that that's an indication that that's the way to go? Schools should have armed officers in the hallways?

Mr. STUBER. Well, you know, in the last two shootings, it kind of helped out, but there is no strong evidence that says it's a preventive tool. It was good that they were there. I'm not so sure schools have to go in that direction. There's so little data right now, you can't make a conclusive observation. So right now what we're trying to center on is the techniques that the students themselves can practice while all the data is being collected to make definitive prevention prognosis.

O'BRIEN. It seems critical that students report any threats that they hear. And yet time and time again, we hear that they don't. Oh, there were threats. They didn't think it was important.

Mr. STUBER. Right.

O'BRIEN. They didn't believe them. How do you make the threats actually get to the notice of the teachers?

Mr. STUBER. That is a big deal. You know, in almost every one of these shootings there has been threats, rumors or jokes. And some students haven't reported them. One of the reasons some students give is that there was no system for reporting anonymously. Schools have to provide a system where the student can report anonymously. It—because if the person finds out that you're the one that reported him, you're—you may end up getting in more trouble. So students are reluctant to report. They're also thinking, 'Well, I'm going to get my friend in trouble.' Look, it's like being at the airport. No jokes allowed in this area. Parents and schools have to tell them, report. Even a joke, you have to report.

O'BRIEN. Some good advice.

RADIATION EXPOSURE COMPENSATION ACT

Mr. DOMENICI. Mr. President, I ask my colleagues to imagine the following nightmare: